Teacher Inservice Training Costs: A Staff Study

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TEACHER INSERVICE TRAINING COSTS: A STAFF STUDY

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This departmental staff study was primarily intended to do two things: 1) to gauge the dollar importance to Alberta school boards of instructional staff inservice activities: 2) to provide to senior departmental management a preliminary measure of the probable dollar costs (to the Province) of instituting new province-wide curricular programs.

This study was not designed to make judgements as to the "best" ways of introducing curricular program changes.

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TEACHER INSERVICE TRAINING COSTS: A STAFF STUDY

A. SUMMARY & CONCLUSIONS

1. This study was directed to assessing the costs of teacher inservice education associated with the implementation of new programs of study. It addressed two particular aspects: a) the spending of Alberta school boards on instructional staff inservice training, and b) the costs of inservice training under three alternative approaches to new program introduction. The study utilized the Department of Education's computerized Information System (EDIS) and local school district data to analyze historical and planned inservice costs, and reviewed selected literature to determine viable alternative inservice strategies.

2. Five dimensions of province-wide expenditures on teacher professional development and inservice education were described: direct expenditures by school authorities; indirect expenditures by school authorities; Alberta Education expenditures; expenditures by teachers and the A.T.A.; and an illustrative sample of school authorities' PD and teacher inservice budget.

   2.1 In 1977 school jurisdictions reported $3,652,853 in direct expenditures, and in 1978, $4,136,326.

   2.2 The estimated indirect expenditures in 1979 on professional development and inservice education by school authorities in terms of the cost of teachers' salaries while in attendance at conventions, PD days, institutes and seminars, and the estimated expenditures for substitute teachers' salaries to release teachers for professional development and inservices totalled $24,361,480.

   2.3 The estimated cost to Alberta Education, in 1978-79, in terms of Regional Office consultants' services for program implementation was $1,176,000.

2.4 The 1979 budget estimates reported by a sample of nine school jurisdictions ranged from $34,575 ($138/teacher) to $1,657,000 ($1,070/teacher). It is likely that the actual cost to all Alberta school boards in 1979 was in excess of $8 million.

2.5 Estimated expenditures for 1978-79 by individual teachers and the A.T.A. for professional development and inservice education were $7,622,489.

3. The literature on inservice training suggests that traditional approaches to inservice education should be revised to focus more closely on the needs of teachers. The most successful programs reviewed address the complete continuum of change, are workshop-oriented programs, and feature cooperative efforts among local inservice agencies and provincial authorities.

4. Three alternative strategies were described based on the conclusion that greater responsibility of the Department for province-wide inservice, is desirable and preferred; that some or all of the defined elements of the change process should be addressed; that research-confirmed and preferred strategies for inservice should be used.

4.1 Alternative 1 provides for the production and distribution of a teacher inservice package by the Department of Education designed to increase the awareness and interest of teachers in the philosophy, components, resources and teaching strategies of the new program. Local systems assume the responsibility for inservice programs, and the existing level of ROE consulting services would be available. The additional cost of the inservice program would be $144,344.

4.2 In Alternative 2, complete responsibility for all aspects of the inservice program is assumed by the Department, including planning, operation of workshops, and individual follow-up. In addition to contract inservice personnel and ROE consulting services, districts would be reimbursed for the cost of substitute teachers while teachers attended inserv-

ice programs. Based on a Social Studies inservice program, the additional costs would equal $2,437,594.

4.3 Alternative 3 provides for assistance by the Department to local school systems in the inservice training of teachers. The Department would develop and distribute an inservice package, provide increased ROE consulting services to assist in planning and follow-up activities, and financial assistance for cost of substitute teachers. To implement this alternative in the introduction of a Social Studies program would require the additional expenditure of $1,894,344.

5. The alternatives have advantages and disadvantages. Alternative 1 is the least costly, and promotes increased awareness and interest, but does not ensure adoption. The illustrated additional cost is $14.43/teacher. Alternative 2 addresses the complete change process and retains fiscal control, but would enjoy limited success because of the "top-down" approach. It is also the most costly--the illustrated additional cost is $243.76/teacher. The third alternative also addresses the total change process, does not require additional manpower, and provides for local initiative and control. However, it would require additional follow-up, a substantial one-time cost, and potential loss of fiscal control for the Province. The additional illustrated cost would be $189.43/teacher.

6. Key factors in addressing the relative advantages of the alternatives appear to be fiscal control and ensuring long-term adoption of the programs through local participation. Both issues could be successfully accommodated by a delivery model based on the current EOF approach.

B. STUDY PURPOSE

The purpose of this study was to assess in a preliminary way the costs of teacher professional development and inservice training related to the implementation of new instructional programs. Specifically, the study team was requested to address two issues:

(1) What were the estimated expenditures by Alberta school boards on teacher inservice programs (in the most recent fiscal period)?

(2) What would be the probable costs to the Provincial budget of implementing alternative new program inservice strategies?

C. STUDY SCOPE

Curriculum change/implementation may be viewed as a multi-phase process:

Phase 1 - a needs assessment of the current curriculum and the internal and external factors reflecting program revision.

Phase 2 - the re-writing of the program of studies, and identification of suitable instructional resources (media) to support instruction of the program.

Phase 3 - the publication and distribution of the requisite curriculum guides; documentation and acquisition of instructional resources.

Phase 4 - inservice of instructional personnel and adoption of the program of studies in the classroom.

A desirable fifth phase would include an assessment of the curriculum and adaptation of desired changes into the program of studies.

This study was restricted to:

(1) estimates of the direct expenditures by school authorities on teacher professional development, and the inservice of instructional personnel;

(2) estimates of indirect expenditures by school authorities on teacher professional development and inservice education in terms of the cost of teachers' salaries while in attendance at conventions, PD days, institutes, and seminars, and the cost of substitute teachers' salaries for teacher release time;

(3) estimates of expenditures by Alberta Education for teacher inservice education in terms of the cost of Regional Office of Education consultants' services for program implementation;

(4) estimates of expenditures by teachers and on behalf of teachers by the A.T.A. on professional development and inservice education;

(5) preparation of illustrative costs of introducing new or revised programs of study utilizing methods of inservice alternative to the present procedures. In Alberta, with the exception of small-scale Department-intitiated inservice projects and the provision of consultative services, most inservice is the responsibility of the profession, of school boards and individuals. The Department does not assume direct responsibility for ensuring that the program of studies is adopted by teachers in the classroom. The assessment and selection of alternatives is based here on the assumption of more direct involvement of the Department in new program inservice activities.

D. STUDY APPROACH

1. Estimates of school boards' expenditures for teacher inservice were obtained from EDIS. A special program was created to capture Audited Financial Statement (AFS) data for the fiscal periods 1977 and 1978. Four Objects of Expenditure were included, representing expenditures in PAB Functions 01-07:

Object 370: Advanced Study and Bursaries;
Object 380: Inservice Training;
Object 460: Travel and Subsistence;
Object 550: Dues and Fees.

Estimates were also obtained directly from a sample of nine school jurisdictions. The data represent budget estimates for 1979 for all teacher professional development activities including inservice and advanced study.

Estimates for school authorities' indirect expenditures, i.e., teachers' salaries, and the estimated cost to Alberta Education were determined by the formulae in Appendix F.4.

The Alberta Teachers' Association provided the estimate of expenditure by teachers and the A.T.A. Detailed data are provided in Appendix F.5.

2. Assessment of the costs of alternative teacher inservice training programs was approached in three stages. Stage one reviewed the literature, practice, and research on teacher inservice programs and identified criteria for selection of viable alternative programs. In addition to the general literature on teacher inservice, two studies conducted by Department of Education staff were examined. Dr. J. D. Harder's study examined the success of alternative inservice strategies, and Dr. F. O. Schreiber's study examined teachers' and administrators' inservice preferences. The past and current inservice participation of the Department were also reviewed, notably the new Social Studies Inservice Project.

   Stage two involved a description of three viable inservice alternatives for the introduction of new programs.

   Stage three involved an illustrative costing of the alternatives. Guidelines for determining costs were drawn from the Finance, Statistics and Legislation Branch, The Social Studies Inservice Project, 1978-79 "B" Budget submission on Curriculum Program Change Inservice, 1978-79 Summary of Field Services Activities, and cost estimates of ROE services.

   The Social Studies program was used to illustrate the costs of introducing a new program of studies. It was estimated that there are 10,000 Social Studies teachers in Alberta, and that 170 inservice education programs would be required, assuming approximately 60 teachers per program.

   Based on the analysis of the Field Services Activities Report, the five ROE Social Studies consultants devote 30% of their time to dissemination/implementation activities for a total of 340 man-days (5 @ 68 man-days/consultant).

E. STUDY FINDINGS

1. Province-Wide Expenditures on Teacher Professional Development and Inservice Training

1.1 Direct expenditures by school authorities on teacher professional development and inservice training obtained from EDIS for 1977 and 1978 are shown in Table 1. 1977 expenditures totalled $3,652,853 and 1978 expenditures reported to be $4,136,326.

1.2 Budget estimates for professional development and inservice of nine school authorities are shown in Table 2. For 1979 the estimates ranged from $34,575 to $1,657,000; the cost per teacher ranged from $138 to $1,070. Based on a median cost per teacher of $355, the estimated actual expenditure by all school authorities, based on 23,867 teachers, would be in excess of $8.4 million.

1.3 Indirect costs to school authorities in terms of salaries paid to teachers while attending conventions, PD days, seminars and institutes, and the cost of substitute teachers to release teachers for inservice seminars are shown in Table 1. The estimated total cost to school authorities was $24,361,480, of which $10,501,480 was the indirect cost of conventions and PD days, $9,240,000 was the cost of seminars and institutes and $4,620,000 the cost of substitute salaries.

1.4 The cost to Alberta Education for program implementation (teacher inservice) is shown on Table 1. The estimated cost to Alberta Education in 1978-79 was $1,176,000.

1.5 The cost to individual teachers and to the Alberta Teachers' Association on behalf of teachers are shown on Table 1 and in greater detail in Appendix F.5. Estimated expenditures in 1978-79 by teachers and the A.T.A. on professional development and inservice education were $7,622,488.

Table 1

PROVINCE-WIDE EXPENDITURES ON TEACHER INSERVICE EDUCATION AND PROFESSIONAL DEVELOPMENT

A. Direct Expenditures Reported in Audited Financial Statements		
1. 1977: Advanced Study and Bursaries	$1,785,299	
Inservice Training	209,828	
Travel and Subsistence	1,432,569	
Dues and Fees	225,157	
TOTAL		$ 3,652,853
2. 1978: Advanced Study and Bursaries	$1,951,336	
Inservice Training	327,226	
Travel and Subsistence	1,569,011	
Dues and Fees	288,753	
TOTAL		$ 4,136,326
B. Indirect Expenditures: Prorated Portion of Teachers' Salaries		
B.1 Conventions and PD Days		$10,501,480
B.2 Attendance at Inservice Seminars and Institutes		$ 9,240,000
B.3 Substitute Teachers' Salaries for Teacher Release Time - Seminars and Institutes		$ 4,620,000
C. Estimated Alberta Education Expenditures: ROE Program Implementation (Seminars and Institutes)		$ 1,176,000
D. Estimated Expenditures by Individual Teachers and by the Alberta Teachers' Association on Behalf of Teachers 1978-79		$ 7,622,488

Table 2

SCHOOL BOARD BUDGET ESTIMATES FOR TEACHER INSERVICE AND PROFESSIONAL DEVELOPMENT, 1979: A SAMPLE

SCHOOL JURISDICTION / BUDGET CLASSIFICATION	ADVANCED STUDY	STAFF DEVELOPMENT	SUBSTITUTE SERVICES	TEACHER CENTRE	PROGRAM COORDINATION AND SUPPORT	TOTAL	COST PER TEACHER
Calgary R.C.S.S. District #1	$295,000				$ 335,000	$ 630,000	$ 579
Calgary P.S. District #19	736,950		$ 78,880		154,440	970,270	217
Edmonton P.S. District #7	750,000		125,000		500,970	1,375,970	355
Edmonton R.C.S.S. District #7	270,000		40,000	$50,000	1,297,000	1,657,000	1,070
Grande Prairie S. District #2357	27,640		17,724		44,862	90,226	444
Lethbridge S. District #51		$64,000			30,000	94,000	218
Medicine Hat S. District #76	13,000	22,000			22,000	57,000	182
Red Deer P.S. District #104		34,000	15,000		147,000	196,000	565
Sturgeon S. Division #24	9,000	3,900	4,675		17,000	34,575	138

2. Illustrative Costs of Introducing New or Revised Programs of Study

The cost implications of three alternative inservice delivery programs were explored, and are summarized in Table 3 (details are recorded in Appendix F.3).

Reflecting a range of Provincial/local sharing of program responsibility, the three alternatives imply an added cost to the Provincial budget as high as $2.4 million and as low as $144 thousand.

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Table 3

ILLUSTRATIVE COSTS OF ALTERNATIVE TEACHER INSERVICE TRAINING PROGRAMS*

Implementation Phase	Alternative 1		Alternative 2		Alternative 3	
	Element	Cost	Element	Cost	Element	Cost
I	Development of Inservice Package	$144,344	Development of Inservice Package	$ 144,344	Development of Inservice Package	$ 144,344
II	Distribution of Inservice Package by ROE	---	Institutes & Seminars Inc.: Substitute Services	$2,293,250	Training Programs for Supervisors & Leaders Inc.: ROE Services	$ 370,750
III	ROE Consultative Services	$120,750	ROE Consultative Services	$ 120,750	Institutes & Seminars Inc.: ROE Services Substitute Services	$1,620,750
Total Cost		$265,094		$2,558,344		$2,135,844
Added Cost to Province		$144,344		$2,437,594		$1,894,344

* for details, see Appendix F.3

F. APPENDICES

APPENDIX F.1

Excerpts From The PAB Manual

F.1 Excerpts from the PAB Manual*

Employee Benefits and Allowances:

OBJECT 370: Advanced Study and Bursaries - any monies paid to an individual by the school jurisdiction while the individual is studying at a post-secondary institution for the purpose of procuring the services of the individual upon his successful completion of a certificate which licenses the individual to commence employment (Bursaries) as well as any monies paid to an employee of the school jurisdiction while the individual is on leave of absence from the work he normally performs for the purpose of upgrading and training the individual so that he might perform improved service upon his return (Advanced Study). This includes sabbatical leave of absence, advanced study leave, and any other arrangement where the employee must take extended leave of absence in order to receive training as well as any study or summer leave arrangement. This excludes Travel and Subsistence which is applicable to account 460.

OBJECT 380: Inservice Training - monies paid to the employee or on behalf of the employee as an enrolment or registration fee for the purpose of up-grading or retraining the individual while the individual is performing his normal work duties. This includes fees for institutes, workshops, seminars, summer school study and any similar arrangement. Fees for conventions and conferences are not included here, but are included under 550 - Dues and Fees. Expenses for travelling and subsistence incurred for the above in-service purpose are not included here but are included under 460 - Travel and Subsistence.

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* see Program Accounting and Budgeting Manual, Alberta Education. Definitions and classifications employed in this study were those prevailing in respect of the fiscal reporting period ending December 31, 1977 and 1978.

OBJECT 460: Travel and Subsistence - costs for transportation, meals, accommodation, entertainment and other expenses associated with travelling on business for the school jurisdiction, including per diem payments.

OBJECT 550: Dues and Fees - includes membership fees and/or dues in professional organizations as determined by the policy and regulations of the school jurisdiction. This also includes registration fees for conventions and conferences.

APPENDIX F.2

Inservice Training:
A Review Of The Literature

F.2 Inservice Training: A Review of the Literature

The purpose of any inservice program is to enhance the knowledge, professional growth and motivation of individual teachers. Through a wide variety of methods, teachers, supervisors, school systems, departments of education, and universities attempt to promote changes in professional behavior, increased knowledge, and life-long learning. The success of the inservice methods will be most directly affected by three factors: (1) the motivation for inservice, (2) leadership and (3) financial resources.

Arends, Hersh and Turner (1978) criticized the traditional characteristics of inservice--a pre-service bias, pre-packaged, course-oriented programs, inadequate needs assessment, and an extra-organizational orientation. The authors advocated programs that emphasize the differences in the relative professional maturity of teachers, use of a "linking-agent" inservice model that brings field agents to the teacher-client, emphasis on development of the school as an organization, emphasis on learning interaction between the teacher-client and inservice agent, and new cooperative mechanisms for coordinating inservice among local inservice agencies, departments of education and universities.

A. METHODS OF INSERVICE EDUCATION

Harder (1970) identified 19 methods of inservice education:

1. Classes and courses. These include courses offered as off-campus extension classes, summer schools, and correspondence courses.
2. Institutes. Usually a series of professional lectures.
3. Conference. A conference is an activity in which the participants may ask questions and enter into discussions.
4. Workshops. The participants in a workshop usually have professional problems which they discuss under the guidance of a competent leader.
5. Staff meetings. Usually composed of the members of a particular district organization in which common problems are discussed.

6. Committees. The committee arrangement allows for intensive study and investigation, the results of which are usually reported to a larger body.
7. Professional reading.
8. Visits and (classroom) demonstrations.
9. Field trips.
10. Travel.
11. Camping. Camping is usually for teachers of health, crafts, nature study and conservation.
12. Work experience. Work related to teaching.
13. Teacher exchanges.
14. Research.
15. Writing.
16. Association work.
17. Cultural experiences. Lectures, plays, music.
18. Community organizations.
19. Individual conferences. Usually held between a teacher and a supervisor.

The top-ranked inservice activities were workshops, conferences, faculty meetings, institutes, professional meetings, supervisory meetings, exchange teaching, exhibits, and teacher self-evaluation. Harder evaluated the effectiveness of three types of inservice programs of teachers; (1) orientation institute, (2) individualized treatment, and (3) mail-out with local help. He concluded that the orientation institute method was the most successful while the mail-out model was least effective. The selection of the methods was based on research that demonstrated that the most successful programs provided for teacher involvement in defining needs, limited formal structuring, voluntary enrolment and attendance, and program objectives.

Schreiber (1975) studied the inservice preferences of teachers in Alberta, including the types of inservice activities preferred, and preferred areas of responsibility for inservice. The six types of inservice activities, ranked, in order of preference, were workshops, classroom demonstrations, seminars, institutes, conferences, and teachers' conventions. In terms of responsibility for planning, resource persons, and evaluation for inservice, local personnel were

preferred with Department of Education ranked second. For the financing of inservice, local districts were preferred with the Department ranked second. The study also found differences in preferences according to sex, elementary/secondary, years of training, and years of experience.

To provide assurances that new curriculum programs are implemented, inservice programs should fulfill five requirements for change (Kohl, 1968):

1. Awareness: a realization of need and demand for stimulation by the individual, and contact with research and development resources.
2. Interest: an increase in an individual's information about innovation.
3. Evaluation: an individual weighs advantages and disadvantages, and if the advantages outweigh the disadvantages, he may try innovation. It is in reducing disadvantages that inservice programs should prove effective. Supervisors can give support for trying new ideas, administrators can be informed, and teachers given confidence to innovate.
4. Trial: a teacher will try a method or technique on a small scale or do a "dry run." Supervisory assistance should minimize the risks and provide resources for a trial.
5. Adoption: the teacher is convinced that the new idea is better and continued to use it.

The following criteria provide a basis for the identification of alternative inservice programs:

1. More successful adoption of new programs requires that some or all stages of the change process be addressed.
2. The research on inservice should provide guidelines to successful strategies.
3. The selection of methodologies should in part reflect current accepted and preferred strategies, e.g. workshops.
4. Increased responsibility of the Department of Education for new program inservice is desirable and preferred by teachers, and is implied in the Minister's acceptance of the CPB recommendation.

APPENDIX F.3

Alternative Teacher Inservice Programs

F.3 Alternative Teacher Inservice Programs

F.3.1 Alternative 1

The Department of Education provides school systems with a package of inservice materials that presents the basic philosophy, components, resources and teaching strategies of new curricular program.

Program

Phase I: Development of an inservice package by ACCESS and ALBERTA EDUCATION in cooperation with school system representatives.

Phase II: Distribution of the inservice package to school systems by the Regional Offices.

Phase III: Consultative services, on request, by ROE consultants.

Program Requirements

1. Present level of consulting services (ROE)
2. Inservice package*

Advantages

1. Promotes increased awareness and interest in new program.
2. Provides a tool (inservice package) for schools to use to increase knowledge of the program.
3. No additional manpower requirements.

Disadvantages

1. Local school systems must assume responsibility for planning, coordinating and financing implementation.
2. No assurances that the philosophy, components and teaching strategies will be implemented.
3. Awareness and interest only created, not adoption.
4. Minimum cost.

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* Note: represents a component not presently included in dissemination/implementation and would require additional funding.

Cost

Phase I:	Development of an Inservice Package --500 manuals and 200 video sets	
	DIRECT COSTS:	
	Developer (salary & expenses)	$ 15,644
	Ad Hoc Committee (travel, expenses, honoraria)	4,000
	Production & Development (ACCESS)	114,000
	INDIRECT COSTS:	
	Learning Resources Officer	7,700
	Associate Director of Curriculum	3,000
		$144,344
Phase II:	Distribution of Inservice Package by ROE No additional cost--cost born by Field Services dissemination budget.	
Phase III:	Consultative Services by ROE Consultants 170 programs @ 2 man days equals 340 man days (Indirect manpower cost, $88,500; support services, $42,250) for a total of	$120,750
	TOTAL COST	$265,094
	ACTUAL ADDED COST	$144,344

F.3.2 Alternative 2

The Department of Education assumes complete responsibility for training teachers in the philosophy, components, resources and teaching strategies of new curricular programs.

Program

Phase I: Development of an inservice package by ACCESS and ALBERTA EDUCATION.

Phase II: Provision of an institute/seminar-oriented inservice program to school system personnel (teachers and supervisors).

Phase III: Follow-up consultative services by ROE personnel.

Program Requirements

1. 7 man days/program--contract* and ROE personnel.
2. Inservice package.*
3. Travel and subsistence.*
4. Materials.*
5. Secretarial services.*
6. Substitute teachers pay.

Advantages

1. Total change process addressed.
2. Department control of financing--fiscal accountability.

Disadvantages

1. Substantially increased costs, although one time, as well as additional continuing costs for follow-up.
2. Limited adoption success because of "top-down" approach.
3. Intrusion on local control/responsibility.

Cost

Phase I:	Development of an Inservice Package (see Method 1)	$ 144,344
Phase II:	Institutes and Seminars	
	170 Inservice programs @ 5 man days equals 850 man days	
	850 man days @ $150 (Contract) ...	127,500

	Support services (materials, travel, secretarial)	165,750
	Substitute Teachers: 4 days/training @ $50 X 10,000	2,000,000
Phase III:	ROE Consultative Services (see Method 1)	120,750
	TOTAL COST	$2,558,344
	ACTUAL ADDED COST	$2,437,594

F.3.3 Alternative 3

The Department of Education assists school systems in the training of teachers in the philosophy, components, resources and teaching strategies of new curricular programs.

Program

Phase I: Development of an inservice package by ACCESS and ALBERTA EDUCATION in cooperation with school system representatives.

Phase II: Training programs for school system supervisors and leaders.

Phase III: Consultative services by ROE consultants to assist in planning and coordinating inservice.

Program Requirements

1. 4 man days/program--ROE personnel.
2. Inservice package.*
3. Grants-in-aid to school systems.*

Advantages

1. Total change process addressed.
2. Local responsibility assures high implementation/adoption success.
3. No additional manpower requirements.

Disadvantages

1. Added cost component (although one time).
2. Potential loss of fiscal accountability by Department.
3. Alternative program monitoring processes required.

Cost

Phase I:	Development of Inservice Package (see Method 1)	$ 144,344
Phase II:	Training Programs for Supervisors/ leaders: 170 programs @ 2 man days equals 340 man days (ROE personnel-- see Phase III, Method 1)	120,750
	Substitute services, 2500 leaders @ 2 days X $50/day	250,000

Phase III:	ROE Consultative Services (see Method 1)	120,750
	Substitute Services: 10,000 @ 3 days X $50/day	$1,500,000
	TOTAL COST	$2,135,844
	ACTUAL ADDED COST	$1,894,344

APPENDIX F.4

Estimated Expenditures on Professional Development and Inservice Activities by Individual Teachers and on Behalf of Teachers by the A.T.A., A.T.A. Locals and Employing Boards, 1978-79

Table F.4

ESTIMATED EXPENDITURES ON PROFESSIONAL DEVELOPMENT AND INSERVICE ACTIVITIES BY INDIVIDUAL TEACHERS AND ON BEHALF OF TEACHERS BY THE ATA, ATA LOCALS AND EMPLOYING BOARD, 1978-79

	Specialist Councils	Teachers' Conventions	PD Field Service	Total
ATA	$ 313,285	$ 42,969	$ 182,601	$ 538,855
Individual Teachers	2,243,992	3,759,191	474,000	6,477,183
ATA Locals			296,572	296,572
Employing Boards		128,100	181,780	309,880
Total	$2,557,277	$3,930,260	$1,134,953	$7,622,490

Source: Alberta Teachers' Association

APPENDIX F.5

Estimates of School Authorities' Indirect Expenditures on Professional Development and Alberta Education Costs for Teacher Inservice

F.5 ESTIMATES OF SCHOOL AUTHORITIES' INDIRECT EXPENDITURES ON PROFESSIONAL DEVELOPMENT AND ALBERTA EDUCATION COSTS FOR TEACHER IN-SERVICE

The cost to school boards for professional development represented by salaries paid to teachers while attending teachers' conventions or designated professional development days is calculated by multiplying the product of number of convention of PD days per teacher and the number of teachers by the average daily salary of a teacher. The latter is determined by dividing the average teachers' salary (Alberta) by 200 days.

(1) Teacher Salary Cost =

$$(\text{No. of Convention-PD days/teacher}) \times (\text{No. of Teachers}) \times \frac{\text{Average Teacher Salary}}{200}$$

$$(4 \times 23{,}867) \times \frac{\$22{,}000}{200} = \$10{,}501{,}480$$

Expenditures by school boards for institutes and seminars is calculated by multiplying the product of the number of institutes and seminars and the average number of teachers attending the programs by the average daily salary of a teacher. The number of institutes and seminars (non-A.T.A. sponsored) is determined by multiplying the number of institute (implementation) days per ROE subject area consultant as reported by Field Services by the number of ROE subject area consultants. The average number of teachers per program is determined from ROE consultants' data.

(2) Teacher Salary Cost =

$$(\text{No. of Institutes-Seminars Days*}) \times (\text{Average No. of Teachers/Day}) \times \frac{\text{Average Teacher Salary}}{200}$$

$$(3{,}360 \times 25) \times \frac{\$22{,}000}{200} = \$9{,}240{,}000$$

* 56 x 60 = 3,360

School board expenditures for professional development, represented by the cost of providing substitute teachers while teachers attend institutes and seminars is determined by multiplying the product of the number of institutes and seminars, as determined in (2), and the average number of teachers per institute and seminar by the average substitute teacher salary.

(3) Substitute Teachers' Salaries =

(No. of Institute-Seminar Days)	Average Substitute
(x Average No. of Teachers/Day)	Teacher Salary/Day

(3,360 x 25) $55 = $4,620,000

Alberta Education Expenditures: estimated by multiplying the product of the number of ROE implementation days per consultant and the number of ROE subject area consultants by the average daily cost of ROE consultants' services. The latter is determined by summing the average daily ROE consultants' salary, estimated average daily cost of support services, and the estimated average daily cost of travel and subsistence.

(4) Alberta Education Cost =

(No. of ROE Consultants x)	Average Cost/Day of
(No. of Implementation Days/Consultant)	Consultants Services

(56 x 60) $350* = $1,176,000

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* Source: Finance, Statistics and Legislation Branch, Alberta Education.

APPENDIX F.6

Bibliography

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